TABLE XVI

Self Concept Categories

Kindergarten (Experimental)

Post-Tests Results

Site	N	Peer	Family	School	General
A	21	.73	.67	.91	.91
B	29	.69	.63	.71	.71
C	41	.64	.57	.59	.59
D	20	.67	.62	.75	.85
E.	29	.68	.55	.52	.64
TOTAL	140				

The following conclusions are drawn from Table XVI.

1. Kindergarten children have essentially the same positive feelings towards peer and family groups at all sites.

2. Kindergarten children have positive feelings towards school and general self-image although not to the same degree at all sites.

TABLE XVII

Self-Concept Categories

First Grade (Experimental)

Post-Test Results

Site	N	Peer	Family	School	General
A	21	.76	.52	.60	.60
B	23	.67	.54	.78	.72
C	18	.93	.82	.28	.58
D	23	.73	.62	.70	.83
E.	19	.70	.54	.61	.55
F	25	.77	.63	.58	.78
TOTAL	129				

The following conclusions are drawn from Table XVII.

1. First Grade children have high positive peer feelings at all sites.
2. First Grade children have positive feelings towards family and general self-image, the degree of these feelings differing from site to site.
3. Positive feelings in one category of self-concept does not ensure positive feelings in all categories as is evidenced by one negative finding on attitude towards school.

TABLE XVIII

Self-Concept Categories

Second Grade (Experimental)

Post-Test Results

Site	N	Peer	Family	School	General
A	17	.69	.43	.29	.53
B	22	.74	.55	.64	.57
C	23	.73	.58	.61	.61
D	20	.85	.68	.60	.50
E	23	.67	.54	.78	.72
F	16	.73	.67	.47	.72
TOTAL	121				

The following conclusions are drawn from Table XVIII

1. Second Grades have high positive feelings toward their peers at all sites.
2. For the most part, Second Graders have positive feelings towards family, though this feeling is less positive than their feeling towards peers.
3. Second Graders differ considerably in their feelings towards school from site to site.
4. Second Graders have generally positive feelings towards self-image with minor differences from site to site.

TABLE XIX

Self-Concept Categories

Third Grade

Post Test Results

Site	N	Peer	Family	School	General
A	13	.72	.39	.27	.62
B	9*	.85	.52	.33	.50
C	23	.77	.65	.54	.52
D	23	.74	.64	.61	.65
E	30	.64	.49	.60	.72
F	21	.68	.60	.50	.67
TOTAL	119				

* No inferences due to low "N"

The following conclusions are drawn from Table XIX.

1. Third graders have a high positive peer relation feeling at all sites.
2. Third grades at the various sites have marked differences in their perceptions towards family and school.
3. Third graders have positive feelings in the general self-image category with moderate differences from site to site.

TABLE XX

Self-Concept Categories

Fourth Grade (Experimental)

Post Test Results

Site	N	Peer	Family	School	General
A	35	.47	.64	.57	.51
B*	5	.28	.58	.12	.26
C	22	.45	.62	.56	.47
D	19	.44	.48	.50	.56
E	22	.38	.51	.49	.45
F	25	.63	.57	.44	.74
G	12	.78	.50	.50	.58
TOTAL	140				

* No inferences will be drawn from these results due to low "N".

The following conclusions are drawn from Table XX.

1. Fourth grade children have widely differing feelings towards their peers. These feelings are considerably less positive in nature than similar feelings for younger children.
2. Fourth grade children have essentially the same feelings towards their family.
3. Fourth grade children have essentially a neutral attitude towards school and general self-image.

TABLE XXI

Self-Concept Categories

Fifth Grade (Experimental)

Post Test Results

Site	N	Peer	Family	School	General
A	13	.58	.56	.45	.49
B	22	.58	.68	.59	.65
C	21	.52	.70	.57	.57
D	24	.59	.51	.41	.60
E	24	.53	.70	.53	.56
F*	6	.49	.47	.43	.50
G	28	.58	.61	.56	.58
TOTAL	138				

*No inferences because of low "N".

The following conclusions are drawn from Table XXI.

1. Fifth graders have essentially the same feelings towards peers at all sites, this feeling being slightly positive.
2. While there are some differences among fifth graders in feelings towards family, school and general self-image, these differences are minor in nature.
3. There are only minor differences across categories.

TABLE XXII

Self-Concept Categories

Sixth Grade (Experiemental)

Post Test Results

Site	N	Peer	Family	School	General
A	24	.45	.67	.45	.52
B*	8	.49	.53	.33	.53
C	29	.51	.55	.46	.63
D	21	.57	.52	.49	.53
E	28	.63	.70	.58	.59
F	12	.43	.50	.35	.57
TOTAL	121				

*No inferences because of low "N".

The following conclusions are drawn from Table XXII.

1. Sixth graders have a less positive feeling towards school than towards their peer, family and general self-image relationships. (School feelings were consistently the lowest of all 4 categories at each site.)
2. Sixth graders have essentially the same feelings or general self-image at all sites, and differences in the other three categories are minor.

TABLE XXIII

Self-Concept Categories

Seventh Grade (Experimental)

Post Test Results

Site	N	Peer	Family	School	General
A	13	.60	.60	.48	.55
B	23	.54	.62	.57	.55
C	23	.55	.60	.39	.58
TOTAL	59				

The following conclusions are drawn from Table XXIII.

1. With the exception of attitudes towards school, there is essentially no differences on the part of seventh grade children in self-concept feelings from site to site, with these feelings being positive.
2. Feelings towards school on the part of seventh graders differs from site to site, ranging from positive to negative.

TABLE XXIV

Self-Concept Categories

Eighth Grade (Experimental)

Post Test Results

Site	N	Peer	Family	School	General
A	22	.57	.70	.43	.56
B	34	.58	.67	.49	.57
C	9	.54	.59	.43	.54
TOTAL	65				

These conclusions may be drawn from Table XXIV.

1. There are nearly identical feelings on the part of eighth graders in the categories of peer relationships and general self-image, these feelings being slightly positive in nature.
2. Eighth graders perceive school as their lowest category of the self-concept profile.
3. Eighth graders perceive family relationships as the most positive of the self-concept profile.

TABLE XXV

Self-Concept Categories

Comparison by Grade Level

Grade	N	Peer	Family	School	General
Kdg.	140	.68	.60	.67	.71
1st*	166	.75	.61	.56	.66
2nd*	160	.73	.60	.59	.63
3rd*	157	.72	.56	.50	.64
4th*	182	.51	.56	.50	.54
5th*	174	.57	.63	.56	.59
6th	121	.53	.59	.47	.57
7th	59	.56	.61	.48	.56
8th	65	.57	.67	.46	.56

*Includes control classrooms

These conclusions are drawn from Table XXV.

1. Positive feelings in self-concept tend to decrease as children grow older, with the exception of the family relationships.
2. Beginning at the first grade level and continuing throughout all the grades, the child's feelings of school are perceived as the lowest of the four categories.

APPENDIX E

Thoughts about Cultural Awareness

There are many definitions of culture but a simple one might be that culture consists of the material and social values of a group of people, their customs and mores, attitudes, and behavior patterns.

Every individual at birth is surrounded by some pattern of norms which are transmitted to him in the learning process, beginning with the parents and then the school. These norms differ from group to group and also between people from different geographical sections here within the United States.

It should be clear that by "culture" we do not imply the connotation of cultivation or refinement. It makes no difference whether a person is a ditch-digger or a banker, each has his culture. The Indian child has a cultural heritage that is equally important to him as any other child's culture might be.

Culture has its material aspects and its non-material aspects. Tangible objects such as manufactured goods, raw materials, houses are examples of the material aspects of culture. Customs and mores, traditions represent the non-material aspects. We adapt our non-material culture to the material, and by cultural lag we refer to the situation where the material aspects of culture change at a more accelerated rate than the non-material. For example, we could easily adjust to a new style of automobile, but it is considerably more difficult to bring about a change in the non-material aspects of culture, such as a reform in the educational process.

The Anglo culture has advanced America in the technological sense, and yet because of the cultural lag, the Anglo has not realized a corresponding development in non-material areas. Everyday problems such as accident prevention, slum clearance, pollution illustrate that we are behind the times sociologically. The Indian culture places considerably more stress on balancing the material and non-material aspects of culture than does the Anglo.

In developing a cultural awareness component for Project HEED, involvement with the community is highly recommended. Each tribe will know best what norms indeed represent the significant bases for their cultural beliefs. Here are some suggested areas which might be included in a model for a cultural awareness component.

1. Speech

   What are the languages, writing systems if any, and communication patterns ?

2. Material Traits

   a. Food habits, and how obtained
   b. Shelter
   c. Transportation and travel
   d. Dress
   e. Tools/ utensils
   f. Weapons
   g. Occupations

3. Art

   a. Carvings/Paintings/Drawings/Music/Dances etc.

4. Legends, mythology, and tribal history

5. Religious practices

   a. ritualism (i.e. Zuni Shalako)
   b. Treatment of the sick
   c. Treatment of the dead/burial

6. Family and Social Systems

   a. Forms of marriage
   b. Methods of reckoning relationship
   c. Inheritance
   d. Authority figure
   e. Social controls/ taboos/ folkways/customs/mores
   f. Sports and games

7. Property

   a. Real and personal
   b. Standards of value and exchange
   c. Trade

8. Government

   a. Tribal organization
   b. Judicial and legal procedures

9. Affiliations

   a. Relationships with other tribal groups
   b. Relationships with other ethnic groups

10. Leadership

   a. Examples of tribal leaders

Somewhere the conflicts between the Indian culture and the Anglo culture should be included.(i.e. Time orientation, etc.)

Maudine Carpenter
December 28, 1972

APPENDIX F

DATE	GRADE	# OF STUDENTS	# OF ADULTS	SCHOOL & TEACHER	PLACE VISITED	PURPOSE OF FIELD TRIP
10-27-72	K,1	53	5	St. Charles Sr. Regina Sr. Inez	San Xavier Mission Papago Reservation	Apache children visit and interact with Papago children. Each group performed their tribal dances for th other. Visit to the oldest and most beautiful mission in the West.
11-9 & 11-10-72	1	36	6	Rice Dougan	Tucson, Old Tucson, Sonora Desert Museum University Museum Colossal Cave	Reinforcement of Animal Unit, Indian Unit, Earth Study, and Western Hist
11-17-72	2,3	41	5	St. Charles Sr. Patrice Sr. Felicia	Arizona Sonora Desert Museum, Tucson Mountain Park, Tucson	The children gain knowledge of the wild life and plant life of their state
12-6-72	5 & Sp.Ed.	24 11	8	Rice Moore Williams	Tucson, Sonora Desert Museum	To study the Sonoran Desert animals and plants common to Arizona and Mexico. Also to give a controlled experience in cooperating with a Special Education class in a guided tour situation, and in eating out.
12-14-72	K	44	3	Sacaton Evers	Phoenix: Thomas Mall	Self-image, cultural awareness, seasonal decorations. Picture taken of each child with Santa Claus. Pictures were given by the students to their parents as a Christmas gift ca
1-15-73	7	25	5	Rice	Wax Museum, Mesa Community College Basketball Game, TV Station, KPHO	American history and culture. Visi to a college campus. Importance of English language in mass media of communication.
1-30-73	8	30	2	Sacaton Ahlquist	Territorial Prison-Yuma and San Luis Mission-Mexico	Western history. Display in museum devoted to early history and Indian culture.

DATE	GRADE	# OF STUDENTS	# OF ADULTS	SCHOOL & TEACHER	PLACE VISITED	PURPOSE OF FIELD TRIP
1-31-73	1,2	54	7	Sacaton Korosec Whitesell	Mount Lemon Ski Area	Expose children living in the desert to a snowy environment.
2-28-73	8	23	3	Rice Chase	Tempe Dairy, Wallace-Ladmo TV Show in production, Rock opera "Godspell"	Dairy visit was in connection with a science unit on foods and how they a obtained. TV show and opera are mu mass media, language, and literatur experiences.
3-1-73	5	28	5	Rice Moore	Tucson, Sonora Desert	To study Sonoran desert animals and plants common to Arizona and Mexico. To give a controlled experience in dining out. Cooperating in a group activity.
3-1 & 3-2-73	8	10	2	Peach Springs Wilson	Phoenix--Feed Lots, Dairy, Orange and Grapefruit Orchards and processing plants; vegetable growing, vegetable processing, and hydroponic vegetable growing	To acquaint the students with agriculture and food processing. Also, what can be planted on the reservat Students experienced the following: motel stay, eating in restaurants, and job possibilities off the reservation.
3-8-73	K	44	3	Sacaton Evers	San Carlos--Rice School	Pima children visit and interact wi Apache children. Each group perfor their native songs and dances for th other.
3-8-73	3,4, & Sp.Ed.	67	6	Sacaton Hering Carney Davidson	Flagstaff and Montezuma's Castle	Play in the snow. Understanding of Indian pre-history.
3-14-73	K	44	3	Sacaton Thomas	Phoenix Zoo	Culmination of Unit on Zoo Animals
3-15-73	4	29	2	Sacaton Carney	Phoenix, Pueblo Grande Museum	To see relics and ruins; the ancien home of the Indians in this area.
3-25-73	3	32	3	Sells Lutes	Tombstone, OK Corral	Western history

DATE	GRADE	# OF STUDENTS	# OF ADULTS	SCHOOL & TEACHER	PLACE VISITED	PURPOSE OF FIELD TRIP
3-29-73	K	42	3	Sacaton Thomas	Senita School in Phoenix	To give the children an opportunity to perform Indian dances learned as part of emphasis on cultural awaren
3-30 & 3-31-73	3	32	4	Sells Lutes	Phoenix Zoo, Train Ride from Phoenix to Tucson	Identification of zoo animals. See workers in the zoo. Train ride for understanding of workers required. To coordinate all activites so chil can demonstrate interrelationships public service employees as well as opportunities. A class booklet to prepared after the trip.
4-3-73	4	28	2	Sacaton Carney	Casa Grande National Monument, Gila River Career Center, San Tan Mountain, Petrocliffs and Sleeping Giant	See examples of their own culture ar tribal greatness
4-5-73	2	30	5	Rice Weeden	Pioneer, Arizona	Western history; settlement of pion and relationships with Indians of l ago.
4-5-73	2 & Sp.Ed.	35	3	Sacaton Whitesell Davidson	Casa Grande Ruins, Florence Museum Apache Tears Mine	To see how the Indians of long ago lived and compare with today.
4-5-73	5	31	3	Sacaton Brigham	Heard Museum, Pueblo Grande Ruins	History and Indian culture
4-5-73	K	43	3	Sacaton Evers	Phoenix Zoo	To see animal life in its natural habitat.
4-5-73	K, 1	53	10	St.Charles Sr. Regina Sr. Inez	Phoenix Zoo, Rainbow Baking Company	To learn about animal life, and to see a modern baking plant mass-producing baked goods.
4-13-73	4	25	8	Sells McFarlane	Tucson: Meet with E. Rose School, special showing of film Sounder, Dinner with Tucson pen pals.	The students at both schools corres ponded with each other. The studen in Tucson had been introduced into life ways of Papago people. By meet the students at both schools have a chance to make tangible and relevan an aquaintance formed through writi

DATE	GRADE	# OF STUDENTS	# OF ADULTS	SCHOOL & TEACHER	PLACE VISITED	PURPOSE OF FIELD TRIP
4-25-73	5	26	4	Rice Moore	Boyce Thompson Arboretum in Superior	To study the plants common to the area in conjunction with reading, science and social studies units.
4-26-73	K,1,2	87	4	Sacaton Thomas Evers Korosec Whitesell	Picacho Peak	To experience a group picnic; to know that a picnic is a leisure activity; a chance for students to see more of their own reservation.
4-9-73	6	28	4	Sells Marden	Tucson, Tombstone and OK Corral	History of the Southwest
5-2 & 5-3-73	4,5,6	48	10	Hotevilla Rhodes Cordalis	Phoenix: Ballet Folklorico de Mexico, Heard Museum, Salt River Reservation	To introduce ballet as another means of artistic expression and to acquaint children with Mexican cultu Art museum, reservation of Pima-Maricopa people.
5-3-73	5	30	6	Sells Marden	University of Arizona	To become more aware of the educational facilities available to the Indian so he can encourage members of his family and tribe to set high educational goals. A class of Indi university students accompanied the group on their tour.
5-3, 4,& 5-5-73	7,8	30	5	Sells Smith Dee	Grand Canyon, Flagstaff	To study the Grand Canyon; its scientific importance, and its importance in Indian history
5-3-& 5-4-73	5,6	60	6	Topowa Sr. Ursula Pedro	Phoenix: Guided tour of the city; Safari Train tour; zoo visit	Urban experience; to have students experience various aspects of technology; aquaint students with the numerous career opportunities, plac to eat, housing, cultural awarenes
5-8-73	Sp.Ed.	14	1	Sacaton Hargreaves	San Carlos--Rice School Coolidge Dam	Pima children to visit with Apache children. Cultural awareness.

DATE	GRADE	# OF STUDENTS	# OF ADULTS	SCHOOL & TEACHER	PLACE VISITED	PURPOSE OF FIELD TRIP
5-9-73	5	26	4	Rice Moore	Tonto National Monument	To see part of their heritage and the way Indian people lived long ago
5-9,10 & 11-73	4,5	50	4	Many Farms McGilbary Leaf dale	Tucson, Desert Museum, Old Tucson, Open Pit Mine	Culmination of unit on desert; obser desert, other parts of Arizona; Urba experience; To experience a trip awa from home with peer group.
5-10-73	8	24	3	Peach Springs Wilson	Northern Arizona University, Walnut Canyon, Movie	To acquaint students with a college library, and science laboratory. See Northern Arizona art exhibit; Vi ruins of Indian dwellings.
5-15-73	K,1	50	5	Many Farms Garcia Caldwell	Window Rock Zoo, Museum Window Rock Park, Historical points in Ft. Defiance	To acquaint children with animals of the Southwest, and to make them more aware of their history and culture.
5-17, 18 &19-73	7,8	30	5	Sells Smith Lee	Grand Canyon and Flagstaff	To study Grand Canyon, its part in Indian history, and its scientifi importance.
5-11-73	K,1	50	3	St. Charles Sr. Regina Sr. Inez	Bus ride to Tucson to visit Shamrock Dairy and Randolph Zoo Park	To learn how dairy products are prepared; to learn about animals in thi area. Urban experience.
5-12-73	K	14	3	Sacaton Evers	Francisco Grande Hotel State Teachers' Convention.	The children presented a number of dances--cultural awareness and community relations.
5-17-73	2,3	50	5	St.Charles Sr. Patrice Sr. Felicia	Phoenix: Sunshine Biscuit Company and SevenUp Bottling Company	Health and Science Units; Urban experience and exposure to the worl of work.
5-16,17 &18-73	2,3	54	5	Many Farms Thomas Fanning	Flagstaff; Walnut Canyon, Lowell Observatory, Northern Arizona University Museum, Pioneer Historical Museum, Southwest Forest Industries	Cultural awareness: The museums and Walnut Canyon Ruins; The Forest Industries plant will make them aware of one industry on the reservation. Exposure to a city wh the children have never experienced.

APPENDIX G

ALBUQUERQUE PUBLIC SCHOOLS
ALBUQUERQUE, NEW MEXICO

EMERSON ELEMENTARY SCHOOL
620 GEORGIA ST., SE
87108

ROY L. MALONE.
PRINCIPAL

June 8, 1973

RECEIVED
JUN 11 A.M.
S.W.C.E.L.

SWCEL
2017 Yale, S.E.
Albq., N. M.

ATTENTION: Dr. O. Hughes, Director, Project HEED

Dear Dr. Hughes:

The following is a report on the attitudes we encountered towards Project Head during our recent trip to San Carlos and Sacaton Indian Reservations to perform testing tasks relative to the program.

Without exception we found the attitudes of the teachers to be positive with regard to the use of the Distar materials provided by the program. They said these were of great benefit to the Indian children in the teaching of reading, and our own observations during the testing procedures confirmed their opinions. At San Carlos Reservation, two other first-grade teachers expressed interest in being included in the program and wanted their students to be tested, since they had had some exposure to the Distar materials. Unfortunately, we were unable to accommodate them in this request, since we only had with us the materials required for testing those already in the program. We advised them to refer their requests through their principal for possible future consideration.

There was some discontent evidenced at San Carlos Rice with regard to the fact that some teachers had not received a report of the scores from last Fall, but this turned out to be a problem of distribution within the school, since the scores had been given to a representative of the school.

Throughout our stay at both reservations we were given to understand that there was some discontent over the fact that the Indian Advisory Council had not been included in the rewriting of the Project Head Program.

Respectfully submitted,

Charles A Sanchez

CHARLES A. SANCHEZ
IRENE A. SANCHEZ
LOUISE ADAMS